

Maryland State Curriculum – School Library Media
Grades PreK – 5

1.0 Literature Appreciation: Students will demonstrate an appreciation of literature as a reflection of human experience and reading as a pleasurable activity.

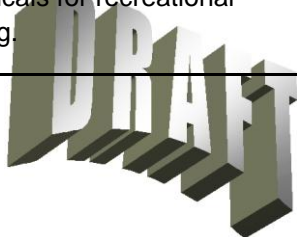
Grades Pre K -1	Grades 2-3	Grades 4-5
<p>A. Literature Appreciation</p> <p>1. Identify relationships among literary settings, characters, actions, and events and situations in real life.</p> <p>a. Read, listen to, and discuss stories that provide examples of characters interacting with each other and solving problems that reflect human experiences.</p> <p>b. Make text-to-self connections.</p> <p>c. Explore and discuss use of story structure concepts/terminology; i.e., characters, setting, goal, action to reach goal, conflict or problem, action to solve conflict or problem and resolution, as a means of comparing and contrasting different narrative works of literature.</p> <p>d. Use informational materials to build background knowledge.</p>	<p>A. Literature Appreciation</p> <p>1. Identify relationships among literary settings, characters, actions, and events and situations in real life.</p> <p>a. Read, listen to, and discuss a wider variety of stories focusing discussions on thoughts and actions of characters, impact of setting on the story, and similarities and differences in themes.</p> <p>b. Make text-to-text connections as well as text-to-self connections.</p> <p>c. Practice using story structure concepts/terminology; i.e., characters, setting, goal, action to reach goal, conflict or problem, action to solve conflict or problem and resolution, as a means of comparing and contrasting different narrative works of literature.</p> <p>d. Use informational materials to begin making a connection between background knowledge and human actions.</p>	<p>A. Literature Appreciation</p> <p>1. Identify relationships among literary settings, characters, actions, and events and situations in real life.</p> <p>a. Read, listen to, and discuss fiction titles that reflect personal interest and help provide virtual experiences as well as validation of concerns and own experiences.</p> <p>b. Make text-to-world connections as well as text-to-text and text-to-self connections.</p> <p>c. Expand use of story structure concepts/terminology; i.e., characters, setting, goal, action to reach goal, conflict or problem, action to solve conflict or problem and resolution, as a means of comparing and contrasting different narrative works of literature.</p> <p>d. Expand use of informational materials to make connections between background knowledge and human actions.</p>

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<p>2. Use libraries to facilitate development of good reading habits.</p> <p>a. Utilize circulation procedures and policies to access reading materials.</p> <p>b. Choose to browse, select, and enjoy library books. (Method: Work with teachers to provide time for students to interact with books from the library media center.)</p> <p>3. Experience the pleasure of recreational reading.</p> <p>a. Discover the pleasure of reading by listening to books. (Method: Select books for reading aloud that model reading for pleasure.) (Method: Encourage students to choose to look at books when given a choice of activities.) (Method: Sponsor reading incentive activities.) (Method: Share experiences from own life demonstrating the pleasure of reading.)</p> <p>b. Use age appropriate periodicals for recreational reading.</p>	<p>2. Use libraries to facilitate development of good reading habits.</p> <p>a. Utilize circulation procedures and policies to access reading materials.</p> <p>b. Choose to browse, select, and enjoy library books. (Method: Work with teachers to provide time for students to interact with books from the library media center.)</p> <p>3. Experience the pleasure of recreational reading.</p> <p>a. Enhance pleasure of reading by listening to and independently reading books. (Method: Select books for reading aloud that model reading for pleasure.) (Method: Provide opportunities for readers to discuss with each other books they have read for fun.) (Method: Sponsor reading incentive activities.) (Method: Share experiences from own life demonstrating the pleasure of reading.)</p> <p>b. Use age appropriate periodicals for recreational reading.</p>	<p>2. Use libraries to facilitate development of good reading habits.</p> <p>a. Utilize circulation procedures and policies to access reading materials.</p> <p>b. Choose to browse, select, and enjoy library books. (Method: Work with teachers to provide time for students to interact with books from the library media center.)</p> <p>3. Experience the pleasure of recreational reading.</p> <p>a. Gain pleasure by independently reading self-selected books. (Method: Book-talk titles to spark student interest in reading.) (Method: Provide opportunities for readers to discuss with each other books they have read for fun.) (Method: Sponsor reading incentive activities.) (Method: Share experiences from own life demonstrating the pleasure of reading.)</p> <p>b. Use age appropriate periodicals for recreational reading.</p>



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<p>4. Recognize the connection between reading and being a lifelong learner.</p> <p>a. Recognize the connection between the ability to read and success in daily life. (Method: Share age appropriate examples demonstrating the importance of lifelong learning and reading in the context of daily life.)</p>	<p>4. Recognize the connection between reading and being a lifelong learner.</p> <p>a. Discuss the connection between the ability to read and success in daily life. (Method: Continue to share examples demonstrating the importance of lifelong learning and reading in the context of daily life.)</p> <p>b. Develop age appropriate skills for independent learning. (Method: Model skills needed to become an independent learner.)</p>	<p>4. Recognize the connection between reading and being a lifelong learner.</p> <p>a. Discuss the connection between the ability to read and success in daily life. (Method: Continue to share examples demonstrating the importance of lifelong learning and reading in the context of daily life.) (Method: Invite community members to share experiences as lifelong learners and readers in careers and areas of personal interest.) (Method: Provide examples of how fast things are changing and the related need to keep learning new things beyond formal school learning.)</p> <p>b. Develop age appropriate skills for independent learning. (Method: Continue to model and provide guided practice with skills needed to become an independent learner.)</p> <p>c. Set goals focusing on aspects of becoming independent, lifelong learners.</p>

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2.0 Locate Information: Students will be able to use resources, in a wide variety of formats, to locate information to meet an identified need.

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<p>A. Locate information</p> <p>1. Match resources to topic of interest or need.</p> <p>a. Select books to match topics of interest or need. (Method: Help students establish the habit of determining if they need a story or information about the topic to meet their need.)</p> <p>(Method: Model strategies for finding necessary materials; i.e., browsing, asking for help, using automated catalogue.)</p> <p>(Method: Share appropriate examples of own need for information and how you located the needed information.)</p> <p>b. Explore age appropriate computer/online resources to locate information to meet their need. (Method: Model locating relevant information using age appropriate computer/online/digital resources.)</p>	<p>A. Locate information</p> <p>1. Match resources to topic of interest or need.</p> <p>a. Practice using the automated catalog to locate materials to meet their wants and needs. (Method: Provide activities requiring students to identify the different components of your collection in terms of 1) content; i.e., Fiction/Everybody, biography, non-fiction/information, periodicals, reference, etc.; 2) format; i.e., books, videos, CD's, etc.; and 3) location within the media center.)</p> <p>(Method: Share appropriate examples of own need for information and how you located the needed information.)</p> <p>b. Practice using age appropriate computer/online resources to locate information to meet their need. (Method: Introduce age appropriate computer/online/digital resources and how to use them.)</p>	<p>A. Locate information</p> <p>1. Match resources to topic of interest or need.</p> <p>a. Develop independence in using the automated catalog. (Method: Provide opportunities which require students to match appropriate items in the collection with their identified information need; i.e., an atlas from the reference section for maps, a biography for facts about a person's life, the Fiction section for a novel with an historical setting.)</p> <p>(Method: Develop student comprehension of content and relationships between major Dewey categories; i.e., 500's natural science and 600's man made science, 900's geography and history, etc.)</p> <p>b. Expand use of age appropriate computer/online resources to locate information to meet their need. (Method: Provide access to and support use of a range of computer/online/digital resources.)</p>

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<p>c. Explore parts of a book and their function.</p> <p>2. Use concepts related to content of and arrangement on the shelf to select fiction/stories and non-fiction/information materials to meet current need.</p> <p>a. Explore the organizational systems used to arrange resources on the shelves. (Method: Demonstrate how materials are arranged in the Everybody fiction section (by author) and in the emergent non-fiction section (by Dewey number).)</p> <p>b. Recognize the difference between the content of narrative (fiction) and expository (informational) materials. (Method: Provide experience for students to explore pairs of age appropriate books on the same topic – one a story and the other information.)</p>	<p>c. Practice using specialized parts of a book to locate relevant information.</p> <p>2. Use concepts related to content of and arrangement on the shelf to select fiction/stories and non-fiction/information materials to meet current need.</p> <p>a. Recognize the relationship between the call number and the material's content and location within the collection. (Method: review components of the collection focusing on why different systems are used to organize different components; i.e., Fiction, Biography, Non-fiction.)</p> <p>b. Practice making appropriate selections of narrative (fiction) and expository (informational) materials to meet current need.</p>	<p>c. Independently apply knowledge of parts of a book to facilitate location of relevant information.</p> <p>2. Use concepts related to content of and arrangement on the shelf to select fiction/stories and non-fiction/information materials to meet current need.</p> <p>a. Become familiar with the Dewey classification numbers for topics of personal interest. (Method: Provide an overview of the Dewey categories and an explanation of how a call number is generated; i.e., what the different digits reflect.)</p> <p>b. Independently make appropriate selections of narrative (fiction) and expository (informational) materials to meet current need.</p>

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